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ABSTRACT

This resource monograph represents the collective efforts of individuals involved in all facets of the Roosevelt University Teacher Corps Project. The project goals were fostered through bi-monthly community council meetings, summer workshops, multicultural education conference, and a variety of other activities. Articles and reports are presented from project staff members, the community council, teachers and administrators in participating schools, and Teacher Corps interns. The purpose of the monograph is to disseminate successful practices and programs generated by the project, and to provide an opportunity for self-evaluation on the part of project members. (JD)

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ROOSEVELT UNIVERSITY
CHICACAGO BOARD OF EDUCATION
TEACHER CORPS PROJECT

# RESOURCE PAPERS
# MONOGRAPH

Edited by
Rick Ginsberg
Curtis C. Melnick

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Spring, 1981

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ROOSEVELT UNIVERSITY-
CHICAGO BOARD OF EDUCATION

TEACHER CORPS PROJECT

# R E S O U R C E  P A P E R S

## M O N O G R A P H

Edited by

Rick Ginsberg
Curtis C. Melnick

430 S. Michigan Ave.
Chicago, Ill. 60605

Spring, 1981

## FOREWORD

This resource monograph represents the collective efforts of individuals representing all facets of the Roosevelt University Teacher Corps Project. The project, begun in 1978, has completed three years of planning, school improvement and in-service activities at a high school, elementary school and child parent center in Chicago. Through the techniques of bi-monthly cadre meetings, monthly community council meetings, summer workshops, multicultural education conferences and an assortment of other activities, Teacher Corps general goals, as well as site specific intentions including improving school climate and staff development, have been fostered. In addition, several teacher interns have gone through a rigorous training program and are presently certified teachers in Illinois. This monograph has given participants an opportunity to highlight their experiences, and the strengths and weaknesses which each has observed in connection with Teacher Corps in general and this project in particular.

In Part I, project staff members, including the Project Director and Assistant Director, the Documentor/Evaluator and Cadre Facilitator, the Community Council Coordinator and the Interns Team Leader write about general topics related to their participation in Teacher Corps. Each of the remaining sections includes articles from project personnel and reports each individual's reaction to Teacher Corps in his/her particular setting. Thus, Part II contains several articles from community council members--the council president and high school on-site parent volunteer coordinator--which discuss their views of project activities. Part III contains articles from several administrators--the high school principal and Child Parent Center Head Teacher--and depicts their views of the project. Part IV is the teachers' section, where a number of teachers involved with the project report their reactions. Finally, Part V, the interns' section, departs slightly from the pattern of

the previous parts, as one intern reports her feelings on the training program, while another addresses herself to the curriculum approach of mastery learning which is required in all Chicago elementary schools.

This monograph has been composed to disseminate successful practices and programs generated by this project, and also to be a means of self-evaluation for project members. In the two years remaining in this Project's existence, several activities will be institutionalized at each of the school sites. Production of a collaborative product such as this monograph has helped to identify those activities which are desirable for continuance when the Project ends and replication for other projects and school systems.

Rick Ginsberg
Curtis C. Melnick
Editors

Spring, 1981

TEACHER CORPS RESOURCE MONOGRAPH

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# The Major Contributions of the Roosevelt University Teacher Corps Project to Inservice Training Modes

Curtis C. Melnick
Project Director

Teacher Corps Projects have been functioning at Roosevelt University since the summer of 1976 for a span at this writing of five years. During that period of time the Roosevelt University Teacher Corps Project has pioneered in promoting two worth-while inservice modes--an intensive and extensive Summer Workshop and Cadres.

## Summer Workshops

Five Summer Workshops will have been promoted under the Roosevelt University Teacher Corps Project auspices both during our 11th cycle and Project '78 Projects. These have been of three weeks duration usually taking place during the month of July and have featured sessions during weekday mornings for three hours at a time for fifteen consecutive sessions totalling 45 clock hours, 7½ hours more than what is required for a 3 semester hour course of University quality.[1]

Participants have been paid for attending the workshops--$300. each of the last three summers. While the stipends have not been munificent, they have resulted in a modest income during the long summer layoff period when summer school employment was not available to those teachers who might have desired such employment in the past.

Participants have consisted of experienced teachers, Community Council members, interns, and occasionally assistant principals on the administrative staffs of the schools in which the Projects operated.

Training staff for the summer workshops has come from the Teacher Corps Project staff augmented by specialists in the fields of special education, reading, human relations, and school climate. Planning of the program has been a

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[1]The 1981 summer workshop was cut back to two weeks due to budgetary constraints.

cooperative venture between representatives of the prospective participants and Teacher Corps Project staff members.

Generally, a balance has been struck between large group sessions and small group sessions depending upon the goals of the Project and the needs and interests of the participants.

A most important feature of the workshop was provision for formative evaluations several times during the course of the workshops at the end of a segment of training. The evaluations not only provided staff information about how well the concepts of the training segment had been imparted, but just as importantly gave the staff hints on the value of the segment to the workshop participants and provided a correcting mechanism for Project staff to make instant use of.

The use of the summer workshop had these advantages:

(1) Teachers could concentrate upon the content of the workshop well since they were not burdened with the pressures of day-to-day classroom and other school activities during the summer.

(2) Fifteen consecutive sessions enabled the participants to quickly build on the results of the previous day's deliberations, without the necessity of taking time for prolonged reviews, as happens too often when a series of workshops is conducted on a less concentrated basis.

(3) It has furnished impetus for the discussions and implementations of Cadre activities during the academic year following the workshop session. For example, the articulation conference held at Hyde Park Career Academy during mid-February, 1981 by Hyde Park personnel for teachers of upper graders at feeder schools, had been planned in great detail during the summer workshop. The Summer, 1980 workshop also furnished the impetus to have the Community Council push for a parent volunteer program at the Hyde Park Career Academy during 1980-81, something which had been talked about before, but had not been accomplished before this academic year.

What is more, the decisions and plans for action reached during Summer

Workshop sessions were relayed to the Principals of the two schools in which the Project operates before the opening of the school year. Both principals, thus, not only became familiar with the content of the Summer Workshops, but provided support and enthusiasm for carrying out the recommendations of the workshop. Written reports, too, were prepared by the Teacher Corps staff and distributed to all members of both faculties on the first day of the school year at full-faculty meetings at which the Director and staff members were given the opportunity to expand upon the written reports.

## Cadres

Cadres of school personnel were formed very early during each Project at each school in which the Project operates. Cadres generally consisted of Project staff members, experienced teachers, both veterans and those new to the school, interns, members of the Community Council, and usually an assistant principal representing the administrative staff of the school.

To ensure that the Cadres become more than just gabfests, a facilitator has been delegated to each Cadre, who prepares written agenda for each meeting, and appoints, in turn, a member of the Cadre to take minutes of the current session; the minutes of the previous session are distributed at the beginning of the current session and are always looked over and commented upon at the beginning of each session by members of the Cadre and by the facilitator and/or Project Director who attends meetings of both Cadres.

During the last years, Cadres have met sixteen times each academic year, roughly every other week under a schedule that starts Cadre meetings during the second month of school and ends well before the last month of school. Cadre sessions have been held after school, this year in the Hyde Park Career Academy Social Room, the locale for meetings of both Cadres, since the Dumas School cannot remain open beyond 4:00 P.M. without additional payment to the school maintenance staff.

Cadre meetings last for approximately two hours each session and each participant has been paid a token sum of $8.00 per hour of attendance as required by the Teachers Union Contract for teachers participating voluntarily in after-school activities.

Each school Cadre has been representative of the school as a whole with primary grades, intermediate grades, upper grades, and special teachers representing the Dumas School and members of almost each Department participating in Cadre activities at the Hyde Park Career Academy.

Facilitators have set a tone for discussion by paying serious attention to the statements made by each participant and insisting that Cadre members treat each other with respect and courtesy, thus creating a climate of free expression, which has fostered easy communication from all participants. At this stage of Cadre development the facilitator and other Project personnel are regarded as members of the group whose opinions have no more special weight than those of the Cadre members themselves.

As noted above, major topics of discussion have called for implementation of decisions generally reached during the previous Summer Workshop, although the Cadres have embellished upon them and sometimes added topics which have not been the subjects of the Summer Workshop.

Sometimes the Cadre session is one large group session. Sometimes the Cadre will hold a large group session at the beginning and end of each session and break up into smaller groups or committees for a large part of the time of a session. Occasionally, the Cadre meetings have started and ended with small group sessions, depending upon the press of the calendar.

Staff members believe that both the Summer Workshops and Cadres have been effective modes of promoting personnel development in the schools in which the Project operates and have not only benefitted the individual participants but the schools themselves.

## Why Institutionalization Is So Important to Teacher Corps

George Olson
Assistant Project Director

In the Teacher Corps literature, Thomas Fox gives one of the best general treatments of the topic of institutionalization in the publication, Six Elements of Change. In order to carry out efforts to institutionalize in the fourth project year, it will be necessary to state what particular definitions and viewpoints of institutionalization are being taken for the Roosevelt University Teacher Corps Project. The following expresses these definitions and viewpoints, and many of the ideas have been adapted from Fox's views.

"Institutionalizing is putting a piece of your project into an existing organization. It is the acceptance of what you have done by members of an institution. Institutionalizing begins when what you have done seems to have merit to others in the organization. It happens when what you have done becomes a routine aspect of others' work in an institution. You are not just changing the system but introducing something into it." (Fox, 1980)

The general process involves planning to gain understanding of the system in which one is working as well as the respect and support of key individuals within the institutions involved. Once this is planned, the process specifically involves identifying what it is that is to be incorporated into the system as a routine practice or process, determining how it is to be incorporated, and then assessing how it fits into the current practices and processes that are already in place. As such, institutionalization does not involve primarily changing a system or simply emphasizing how the system is to be changed. More important to the success of the process is finding out how important and significant improvements can be made a part of the existing structure. The basic intent is to assist the institution in performing closer to its own ideal and practices.

While this is a rather conservative approach to institutionalization and assumes a high degree of legitimacy to the public institutions in which the Project works, change is still involved. As such, most attempts to institutionalize require additional resources, usually in terms of effort and time. Given this as an unavoidable caveat, the inevitable question becomes how will one martial these resources? This is, how can one get teachers to put in additional effort and time once the dialogue, encouragement and persuasion of project staff are no longer in evidence? The key factor in insuring the successful and long lasting incorporation of "new" practices and processes in a system related strongly to the issue of obtaining support from key personnel, is ownership in the practices and processes by those who will carry them on--the administration, teachers and parents presently in the system. The basic strategy for obtaining the goal of teacher ownership of the programs sponsored and begun by Teacher Corps has been collaboration with teachers in all areas of planning and implementation of activities, modeling of appropriate and successful practices, and emphasis of positive gains resulting from such activities. From such an approach, groundwork has been laid for final ownership to be accomplished and considerable evidence of ownership is already apparent for some activities. The task simply put for the fourth year is, how can the Project facilitate teachers taking on new educational practices and making them their own? The efforts of the staff for the fourth year will be to infuse this goal into all inservice efforts.

Operational Plan for Institutionalizing

Essentially, a major portion of the task of identifying those positive practices and products that are to remain beyond the life of the project has been accomplished. What remains is the work involved in making these practices and products integral components of the permanent system. Described below is the model or scheme by which this task will be accomplished. The model consists

of a number of operating principles that must be satisfied for successful institutionalization. The principles are presented in a somewhat chronological sequence, but as principles, they are not bound by time or order. They must be adhered to, whatever the sequence. Following the presentation of principles is an action plan to be used for institutionalizing each practice or product, a set of generalized procedures. Finally, the way in which the model will be used with the host institutions during the fourth year will be briefly discussed.

Principles for Institutionalizing

1) Identify the products, practices and processes that are to be institutionalized as specifically and discretely as possible; know the rationale for incorporating them; be able to defend their feasibility in the present system.
2) Seek and obtain the support, understanding and respect of key persons in the system(s).
3) Identify potential critical events, that can influence the outcomes of efforts to institutionalize.
4) Design viable strategies for presenting, promoting and explaining the processes and products to be institutionalized; ones that will promote and utilize strategies that are persuasive and encourage ownership.
5) Document and evaluate the institutionalizing process periodically; use results to refine and improve the process.
6) Gain the appreciation and personal allegiance from those persons who will be affected by the institutionalizing of the practice and product (students, teachers, custodial workers, parents, principals, etc.)
7) Continually keep in mind the goal of enabling others to take ownership; remember also that institutionalization reduces the importance of project image.
8) Be prepared for unintended consequences of the process of institutionalizing; expect the unexpected and be prepared to deal with it.

With the above principles in mind the following generalized plan of action for institutionalizing is put forth.

Tasks of Institutionalizing

1) Identify the Work Force: Who will carry out the tasks of institutionalizing?

Given that the practices and products to be institutionalized have been identified, establish early on who will be responsible for their institutionalization. Obtain commitments of time, set deadlines for completion of activities when appropriate, and as soon as possible turn over the job of institutionalizing to the responsible persons or group.

2) Describe in detail the practice(s) and product(s) to be institutionalized: What will be incorporated?

In writing, present a description that all involved can understand and appreciate. Briefly describe the extent of task of introducing and maintaining this practice or product as part of the permanent system and describe the need and benefits of it. Use this task to assure all involved that it is clear what is intended and what the practice or product is.

3) Analyze the system into which this practice or product is to be introduced: How will these new ideas be incorporated into the present organizational structure?

The failure of many innovations is that they are not made part of or linked with an existing component within the system. Such components do not always exist, but in many cases they do. Many of the "new" ideas have come about in response to a problem in the system which existing components have been unable to solve. In these cases, a natural "home" for the new idea or practice is that body, committee or department whose responsibility it is to deal with it. Approached properly, persons in the system may welcome a promising idea or method for tackling the resistant problem.

In cases where the process or product is totally new, and indeed may demand a new structure or component, the process is more complex. In these cases, sources in the system must be identified that have the power and desire to create such structural change. These would be key persons of influence in the system whose support is crucial. On the other hand, is it usually safe to assume that any organizational or structural change will meet with resistance from some quarters in the system? Such resistance will have to be met and overcome. Persons of influence within the system would be best able to help in overcoming such problems.

In both these situations, support of key personnel to promote the program will be needed. The latter represents the tougher case. In either instance a careful plan of martialing support and utilizing it needs to be formulated.

4) Identify the physical, financial and human factors which can hinder and/or aid in the institutionalization process: What are the positive forces and what are the negative forces?

In conjunction with the previous step which dealt primarily with the key human resource persons, the host institutions must be evaluated from the physical viewpoint. For example, will space in the institutions be required for the practice or product to be maintained beyond the project? If a resource center is to be institutionalized, will the space taken for the center be available once the project leaves? Are there persons waiting to request the use of this space after Teacher Corps? Additionally, if a process or product is viable during the project due to the funds supplied to it by Teacher Corps, what will happen when Teacher Corps can no longer provide these funds. Will other sources be available, can they be located, how much will it take, etc.? Finally, what persons will be directly and indirectly affected by the institutionalization of the practice or product?

Taking the resource center again as an example, some assessment must be made of how many persons will use it, who they are, and what a reasonable usage

of the center would have to be in order to make it a beneficial product for the school. Measures would have to be built in that would facilitate the extent of usage necessary. On the other hand, who might be negatively affected by the institutionalization of the center and usage of it? Teachers located near or adjacent to the center may be affected by traffic in and out. Parents may not have a space to meet in the school and may bear resentment that this space was used for this purpose rather than as a parent room. Such potential problems are indigenous to the particular situation of the local project. For successful institutionalization, however, the various vested interests need to be identified and nurtured.

5) Prepare a plan of action for institutionalization of each product and practice: What are the objectives, activities, completion dates, persons responsible and method of evaluation?

Each product and practice is unique in some way, and thus each should be addressed initially as a separate entity. Timelines for completion of the activities should be written down, tasks should be assigned, and a person or persons have to be responsible for periodic monitoring of the process. While the plan needs to be in writing and followed as written, it must be realized that it is not in stone. Changes will almost inevitably have to be made both in timelines and sequence of activities. The evaluator will have the responsibility of providing formative feedback for making needed changes.

6) Prepare an implementation plan for institutionalization of the total known number of products and practices: How can a number of different changes be accomplished at the same time?

Once individual plans are made for institutionalizing each practice and process, a total strategy which accommodates the constraints of time, personnel and physical surroundings has to be formulated. In many cases, the same persons will be working on institutionalizing different things. Thus, the load on the system and personnel as well as time sequencing of activities must be considered.

The various activities, and responsibilities must be orchestrated into a feasible schedule giving equitable resources to each idea and thus equal chance for incorporation. The overall strategy and schedule will need to be formulated after the individual plans are put into draft form. All who are involved in the implementation process must be well informed of the overall strategy. An extremely important role will be that of monitoring the larger plan. One person has to be responsible for monitoring the progress of all institutionalization activities and as such act as coordinator of evaluators of individual products and practices. The role of the overall monitor will be not only to report progress, but to remind and encourage staff to stick to their planned deadlines and to offer assistance where extra resources are needed in order to stick to schedule. It will also be the responsibility of the overall evaluator to make judgments concerning the need for more time and resources that may be requested of the various institutionalization teams. Periodic meetings with the project director will be necessary to make any decisions concerning changes in plans or schedules.

7) Distinguish between project staff and local school staff roles in the institutionalization process: How and when do LEA staff take over?

Throughout the institutionalization process, the Teacher Corps staff have to maintain a "phasing out" posture. Project staff and school staff should work collaboratively in identifying the work force, describing the products and practices, analyzing the system, and in identifying the physical, financial and human factors. However, when it comes time for preparing the plans both for individual and overall efforts, project staff should delegate and begin to take a much reduced role. Ownership is crucial.

It can happen only when control of the activity is in the hands of those who will participate in it. Therefore, it is necessary that the planning process of how the process or product is to be institutionalized be

carried out by local school staff without interference from project staff. The project staff cease to lead or even to facilitate in any direct manner. They must take on a consultant role, providing counsel and assistance at the discretion of the planners, the local school staff. The transfer of control will not necessarily be an easy transition to facilitate. It may take time for local staff to adjust to the status if in past years the control has clearly been in the Teacher Corps staff. However, once this transition is completed, a major hurdle to institutionalization will have been overcome.

Final Thoughts

The above definitions and plans are general, yet they have been tailored where possible to coincide with the needs of the Roosevelt Project. In that the process of institutionalizing has not been tested or documented to any large extent as a process, and in particular has not been tested in Teacher Corps projects generally, the proposed plan has no guarantees attached to it. For this reason, careful planning will be needed along with careful docmentation of the process itself during the fourth project year for the purpose of contributing useful input to the knowledge base describing this process.

## The Cadre Process: Resurrection of an Old Idea

Rick Ginsberg
Cadre Facilitator

The cadre process, developed by Roosevelt University, is the major technique utilized to accomplish the various goals which have been set forth. Two cadres have been established, one for elementary teachers and one for high school teachers. Each cadre also includes at least one administrator, parents from the community council, interns and project staff members. The cadres meet bi-weekly, and are able to work on long range tasks which specifically have been designed in relation to project goals, and also are able to function as an immediate response mechanism to situations which arise throughout the school year.

The cadres have been extremely successful, and are recognized as a useful technique for performing Teacher Corps devised practices--such as improving staff development and school climate--as well as providing an ongoing means for teachers to respond to school policies which affect them. This type of approach, however, of having groups of teachers meet to solve problems and respond to school policies, is not a new idea. Such a practice, earlier known as teacher councils, has a long history in the city of Chicago, sometimes achieving great success, other times not proving quite as useful. The idea was first publicly discussed in the last years of the nineteenth century. The earliest proponents of teacher councils included prominent educators like John Dewey, William Rainey Harper, and Ella Flagg Young. This was also the era of the formation of the first teacher's union in Chicago--The Chicago Teachers' Federation formed in 1897--which sought more power and a greater voice for teachers in the city. Thus, the idea of bringing together groups of teachers in councils similar to our cadres was begun, to address those policies which were affecting the teaching force.

John Dewey furnished the philosophy of the teacher council idea. In 1903 he stated:

> "The remedy is not to have one expert dictating educational methods and subject matter to a body of passive, recipient teachers, but the adoption of intellectual initiative, discussion and decision throughout the entire school corps."

A student and later colleague of Dewey's at the University of Chicago, Ella Flagg Young, while a district superintendent in Chicago in 1898, set up the first such council. The Mayor's Educational Commission--today known as the Harper Report--recommended in 1898 that the Board of Education should establish councils in school faculties and in districts, and be given the right of recommendation to the board. Indeed, Mrs. Young, in her Ph.D. dissertation, written at the University of Chicago, wrote that councils should be organized, "whose membership in the aggregate should include every teacher and principal." Mrs. Young again suggested the council idea in 1907, and upon her selection as general superintendent in Chicago in 1909, was able to establish local councils which met upon her call. Following her resignation, the councils were inactive, but in 1919, under Superintendent Mortensen, councils for all teachers were created which met on school time.

Using the argument of management efficiency, and the notion that formal machinery for teacher input was unnecessary, the teacher councils as constructed were abolished by the next superintendent. A single central council of teachers was established again in 1950, but it disappeared by 1953. Thus, not until the fall of 1979, with the formation of this Project's Dumas and Hyde Park Career Academy cadres, were the original ideas of Dewey, Young and Harper actualized. Our cadres meet bi-weekly, without the need of a superintendent's call, and as an on-going entity, are able to provide quick response to school problems and questions, and offer advice to local administrators. It was the genius of modern day educators like Dean Henrietta Schwartz and Project Director Curtis Melnick of Roosevelt University to include community and administrative input on the present

day councils, the cadres.

The Roosevelt University Teacher Corps project has thus resurrected the early teacher councils in the cadre process. Once considered a means for giving teachers input in city-wide school board affairs, the present day councils serve an equally significant purpose on a smaller scale. Through national meetings, publications and other dissemination activities, this project plans on expanding this marvelous technique for teachers to address school problems.

## The Community Council

Samuel C. Davis
Community Council Coordinator

Eleven elected members represent the communities associated with the Hyde Park Career Academy and the Dumas Elementary School and Child Parent Center. These members submitted signed petitions, were placed on the ballot, and were voted on the Council by parents from the schools.

The Council currently consists of the following persons:

Mary Robinson, Chairperson
Wilma Smith, Vice Chairperson
Beverly Johnson, Secretary
Verna Benson
Clarissa Bolton
Vera Brown
Lolita Green
Leola Moore
Pauline Perisee
Burner Powell
Margie Thomaston

The group has been active since the start of Teacher Corps activities in the schools during the fall of 1978.

At the first meeting, the Community Council immediately discussed and established goals for the group. The members felt strongly about the development of their leadership skills. A very tangible outcome of belonging to the Council would be the ability to develop leadership skills so members could train other parents in similar skills. Another goal was to assist the two schools in carrying out their programs and activities. Support from the community and parents would be solicited in improving the schools and their climate. A final major goal was to organize the other Teacher Corps Community Councils located in five other projects within Illinois.

The Council has been actively engaged in activites that will fulfill these goals. Members have attended many training sessions sponsored by Teacher Corps: The National Teacher Corps Convention held in Washington, D.C.; A Leadership

Program for Community Council Chairpersons; Parenting in the '80s, etc. In addition, local project activities have focused upon many learning opportunities for Council members: Summer Workshops, Community Council Retreats, Organizing and Conducting Parent and Community Activities.

Efforts to organize the Community Councils in the state have resulted in the organization called The Illinois Community Councils. The first meeting of the Councils was held in Chicago at the Harris YWCA and was sponsored by the Roosevelt University Teacher Corps Community Council. Since the first meeting in the fall of 1980, several meetings have been held and an election of officers was held. Wilma Smith was elected chairperson and Mary Robinson secretary.

The group's main thrust will be the sharing of information pertaining to their projects and holding meetings three times a year.

The experience of being a Council member has been of a positive nature for the parents involved. The initial meeting of this group was quiet; members were withdrawn, shy and reluctant to express their views. Today, meetings are lively, well participated in by all, and members confidently discuss business matters of the Council.

The Community Council has been an asset to the Roosevelt University Teacher Corps Project, the Hyde Park Career Academy and the Dumas School. Their current activities have increased the number of parent volunteers that come to the schools. The Parent Volunteer Program has helped in many areas of the school program: Attendance Center, assisting teachers who are on hall duty, assisting teachers in classrooms, chaperoning dances, and the like.

A Pot Luck Luncheon, sponsored by the Council, brought teachers and parents together in the school in an informal setting. The purpose of the luncheon was to expand the relationships between teachers and parents.

Scheduled parenting workshops focused upon critical topics such as gangs, rape, drugs, raising children, etc. The workshops utilized resource persons in addressing, what parents are to do when confronted with these problems.

Unquestionably the Community Council has been an effective organization in many ways. Not only has it made needed contributions to bringing the school closer to the parents and the community but the Council has developed leaders that are now capable of training others to become leaders.

The experiences Council members have had and are having are outstanding and other parents are invited to talk to Community Council members and attend meetings to learn more about this active and ever growing organization.

## Career Education Component

Jacquelyn E. Crook
Team Leader

Scores of young adults complete their formal elementary and high school education without being sufficiently aware of the multiplicity of opportunities in the world of work. Consequently, they have difficulty making the transition from school to the world of work. For this reason, career education must and should be incorporated as part of the regular school curriculum. Career education is defined as a process which develops in the individual the values needed for a satisfying life in our work-oriented society and provides opportunity to acquire personal skills so that career education selection and employment become possible, meaningful and fulfilling to each individual.[1]

The Teacher Corps Project views career education as a vital part of the learning process and has made it one of its four areas of major concern. Its goal is to enhance career education at the Alexandre Dumas School and the Hyde Park Career Academy. Before pursuing this goal, it was useful for the staff to know to what extent career education was already incorporated in the schools' curriculums. The first year they conducted a needs assessment by interviewing staff members at both schools. It was to determine the visibility of career education in the curriculums and to determine if teachers had special concerns in this area. Data revealed teachers, at both schools, wanted more emphasis in this area; however, each school had a different thrust.

At the Dumas School, for the most part, career education was reported as being taught as it occurred in the course of teaching on an ad hoc basis.[2] Many of the teachers indicated a need for more activities directly related to making

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[1]Board of Education, Community Resource Data Bank for Career Education, (Chicago, Illinois: Board of Education of the City of Chicago, 1978) p. 7.

[2]Asser, Eliot and Laffey, James, A Report of Needs Assessment and Planning: Roosevelt University Teacher Corps Project, (Chicago, Illinois: Research and Development Center/College of Education, 1979) p. 11.

the students aware of career choices.

In the fall of 1979, a group called the Dumas Cadre was formulated to plan and implement activities centered around the needs of the school and the community. The group included classroom teachers, administrators, community members, Teacher Corps interns and members of the university. Since its inception, the cadre has had two major concerns (1) constructing a resource center and (2) planning career fairs. Much of the Cadre's attention focused on constructing this much needed reading resource center. As a result, not much effort went into researching ideas and resources for the first career fair. Spring came and the plans had not been completed. The fair was postponed until the fall.

Extensive planning for the first fair began during the Teacher Corps Workshop held during the summer of 1980. A committee, composed of cadre members and workshop participants (staff members from Hyde Park Career Academy, Dumas School, members of the Community Council) had the task of planning a program that would focus on:

(1) activities that would give special attention to the career clusters the committee felt most relevant.

(2) activities that would be interesting as well as relevant and effective for students K-8. Also activities that would expand the students' attitude toward the world of work and activities showing how their school subjects relate to work.

(3) strategies for making available materials and resources without creating extra work for the already overloaded classroom teachers.

To accomplish the first goal, the committee combined the sixteen career clusters into nine relevant areas. Concentration will be on three of these nine clusters each school year over a period of three years. For example, one cluster will be featured in each of the first three marking periods.

Activities to accomplish the second goal, the most crucial of the three, were carefully planned with an effort to create innovative ways to heighten our children's awareness of the world of work. They were also planned to provide

the best possible learning experience for our multi-leveled students. The main activity--a day of career presentations--came in the form of lectures, demonstrations, shows modeling special clothing or question and answer periods. Preparatory activities (related to the specific cluster) included viewing audio-visuals, reading and discussing publications, participating in art activities such as a poster contest, and having field experiences such as on-site visitations. The highlights of the career activities will be the culmination, for it will display the children's expressions through words, dramatic action, dance, arts and crafts or photography. This is their opportunity to be creative, for creativity is a vital part of the learning process.

The third goal was formulated with the idea of relieving individual teachers of the responsibility of extra planning time. The committee, composed primarily of teachers who function in many roles and have tremendous responsibilities, has taken on another task--that of securing and making available related materials and resources they deemed meaningful for their students. It was their belief that gathering materials through group effort and cooperation cuts down on planning time thereby allowing more time for instruction. The committee carefully selected career related audio-visual materials, publications, speakers, and places for on-site visitations from the Career Education Resource Catalog. Other materials were obtained from the Teachers' Center, the school library and personal contacts. All teachers are expected to utilize these materials as part of their strategy in providing meaningful career awareness experiences.

The name Hyde Park Career Academy implies that career education plays some part in the curriculum. However, data from the needs assessment revealed teachers felt career education has not been fused into the entire curriculum.[3] This was an indication for extra help in this area. For the first year, the Teacher Corps staff worked closely with the career development project and chose as one

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[1]Asser, Eliot and Laffey, James, A Report of Needs Assessment and Planning: Roosevelt University Teacher Corps Project, (Chicago, Illinois: Research and Development Center/College of Education, 1979), p. 11.

of its objectives the idea of increasing resources and promoting the functions of the Career Development Center. One Teacher Corps intern saw this objective as a challenge and decided to pursue this idea for his community project. His plan had three phases, the first of which he himself implemented. It entailed setting up procedures for contacting parents and alumni who would be willing to volunteer time as telephone and job consultants as well as classroom speakers. It also involved establishing a system of storing these resources for easy reference. Much of his time has been spent working with the Director of the Career Center to develop objectives and procedures for making the contacts. At present, the procedures have been tested and contacts are being made.

It is the intern's hope that the second phase--that of training students to make these contacts--will be implemented soon. He has formulated objectives and drawn up a sample telephone conversation for their use. The objectives are:

Objectives for Calling[4]

(1) The students will practice and develop telephone communication skills learned in the classroom.

(2) The students will motivate community people and alumni to share information about their job experience over the telephone and/or in person.

(3) The students will help build a career data bank that can be used at the Hyde Park Career Academy.

(4) The students will become aware of the untapped resources in the community.

This intern is concerned with the students gaining the trust of the contacts. This he feels can be done by following the steps in his sample conversation outline. The steps are:

Outline of Sample Conversation[4]

(1) Introduce yourself and state the general reason for calling.

(2) Give a description of the career center.

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[4]Interview with Mark Teachout, intern for Teacher Corps Project, Chicago, Illinois, October 17, 1980.

(3) Describe how community people have been involved in the career center.

(a) telling about jobs
(b) telling about hobbies

(4) Inquire into their job experiences.

(a) specific job responsibilities
(b) what they like about the job
(c) what they dislike about the job
(d) length of job

(5) Inquire about hobbies.

(6) Comment upon a unique or interesting aspect of these individuals and their job or hobby.

(7) Ask them if they would like to share their information.

(a) over the telephone
(b) speaking to a class

(8) Thank them and clarify their commitment (record important information).

The third phase, an extension of the second, requires a great deal of planning and cooperation before its implementation. The end product will be the fusing of the procedures for building a resource data bank into the regular curriculum.

The Teacher Corps Project has initiated these activities in an effort to enhance career education in each of the site schools. The activities have a three-fold purpose: (1) to increase contact with people in different career clusters; (2) to help children become more aware of career opportunities through various media; and, (3) to satisfy one of the project's goals. It is hoped that the goals of the project in the area of career education will correlate with those of the staff members at both schools. Through the collaborative efforts of staff members at each school and the staff members of the project, the students can receive the guidance they need to prepare them for making the proper work choices.

## Reflections of a Community Council Chairperson

Mary Robinson
Chairperson

As Chairperson of a dynamic Community Council, representing the Roosevelt University Teacher Corps, I have seen a level of interest develop which must be nurtured. The intrigue of watching an inexperienced community group grow to a confident, reliable body, representing both Dumas and Hyde Park Career Academy, has been most rewarding.

From the first inception of the Teacher Corps Community Council various views were expressed concerning the functional operation of the council in relation to both schools involved. As members of the elected body grew in strength and knowledge each viewed the possibility of growth from a perspectus of becoming leaders.

The Project enhanced these possibilities by: 1) being supportive, 2) encouraging, and 3) supplying the availability of expertise (retreats, workshops, and resources) of the university.

As council and community members, having recognized the inherent responsibility of every parent to be informed and involved in the on-going educational process, we will continue the charge of enlightening others. We believe we are capable of convincing others of the value of being involved in our children's education and in our communities.

As we grew in confidence, we became assertive to the point of incorporating other Projects' Community Councils to coalesce for the betterment of communities throughout the State of Illinois.

Involvement with Teacher Corps has been invaluable in that a level of confidence has been established between the Community Council, the elementary and the high school and the university.



The true assessment of Teacher Corps will come when we as a council have put to task the challenge of articulation between the community and school.

## Learning to Publicize Community Participation

Burner Powell
Parent Volunteer Coordinator

I attended the National Meeting of Teacher Corps which was held in Washington, D.C. in 1978. At this meeting the community component was introduced to Teacher Corps for the first time. Community Councils had been previously instituted in the Chicago schools, and as an active participant, I was familiar with the concept. However, I could appreciate the effort put forth to include the community in the planning of future Teacher Corps projects. In Chicago, it would be necessary to coordinate the Teacher Corps Community Council with the already established local school councils.

At the first Community Council retreat the members expressed an interest in learning leadership skills to prepare themselves to communicate better with the community. The members have not been very successful at teaching themselves these skills. Members attend meetings, sit and listen, but never put into use what is heard. Skills must be used. Only through the experience of doing can the community council members become effective leaders. Leadership is learned. It cannot be taught.

The 1980 summer workshop was a step in the right direction. Each one of those attending was given the opportunity to discuss and experience the use of some of the knowledge gained. It was an experience which proved that professionals, para-professionals and community persons can work toward a common goal--organization.

I helped to develop the parent orientation session which was scheduled for the first three days of the school year in September, 1980. This was an opportunity to utilize skills which had been taught. The experience was rewarding. It was a step toward strengthening my ability to perform and to use one of the skills of leadership--public relations. All Community Council members must

learn to use the skills presented to us at our initial retreat. Only in this manner can we publicize our community activities.

I also participated in the discussion group on articulation. This group set up a program to enhance the relationship between the high school and the feeder schools. A date for the inservice meeting was obtained from the District Superintendent. It was the consensus of the group that this would improve the transition of the students from the elementary grades to high school.

The discussion group on parent involvement asked if I would consider spearheading a volunteer program at the high school. I was given a free hand to do this, but the amount of publicity will determine the success of the program.

It is evident that the council members need more exposure in the community and need to concentrate on the interests expressed at the first retreat--opportunities to participate by experiencing the use of leadership skills. There is a definite need to perpetuate the Community Council to the extent that it can become a force in the community. Unless the members of the council put into practice some of the training that they are receiving, the entire objective of the community component is useless. All members must qualify to disseminate the idea of parent and community involvement in the schools, and thus become capable of institutionalizing a workable volunteer program in the schools. Sophocles wrote:

> "One must learn
> By doing the thing: for though
> you think you know it
> You have no certainty until you try."

Well, I have found that no matter how much you know there is more to know. My volunteer work in the community and the schools have proven the wisdom of these words.

Teacher Corps is giving me the means to continue trying, to broaden my knowledge, to help improve the schools in my community, and it keeps me involved.

## Overview of Teacher Corps Activities at Hyde Park Career Academy

Weldon A. Beverly
Principal

Since the beginning of the Roosevelt University Teacher Corps Project at Hyde Park Career Academy, we have enjoyed a very positive, pleasant attitude of professional growth within our school. The untiring efforts of the Roosevelt University staff headed by Dr. Curtis Melnick, assisted by Dr. George Olson, Dr. Samuel Davis and Richard Ginsberg have been very much in evidence in the planning and implementation of the fine programs initiated through Teacher Corps Workshops and Cadres. Most noteworthy among the programs has been the greatly improved communication within our school and between our school and others. We were completely aware of our need for improved communication in several areas; hence the Teacher Corps arrived on our scene at a critical time.

Initially the Hyde Park Career Academy staff responded to a questionnaire prepared by Teacher Corps, which defined the areas of needed concentration and study, namely:

1. Communication structure
2. Rules and regulations
3. Goal setting and planning
4. Beliefs and values
5. Extra-curricular activities

After a faculty workshop where staff chose one of the five committees for study, four representatives from each group, twenty in total, were elected to attend a Summer Teacher Corps Workshop to do intensive study of the assessed needs of the committee they were elected to represent. Appreciable progress was made by the Summer Workshop committees with implementation starting immediately upon their return to school in September, 1979. The first impact of progress was visible as the enthusiastic workshop committees continued to spearhead the suggestions for improvement. Recognition of my responsibility as administrator of

the Academy was a part of their plan to improve school communications. Therefore, an open uninhibited relationship has developed as we work together as a team to help our school.

Tangible results of Teacher Corps activities during the first year included much better communication between Administration-Teachers, Parents-School, and Teacher-Teacher, greater consistency in policy and school regulations, clarification of attendance rules, initial work on an up-dated teacher handbook and a "Meet Our Staff Booklet," preparation and presentation of workshops on correct record-keeping as well as profitable inservice programs which have all contributed to improved morale and improvement in school climate.

Summer Workshop '80 was made up of volunteers from Hyde Park Career Academy, Dumas Elementary and Community Council Members--a dedicated group of people interested in working together to make Hyde Park Academy even better. As I evaluate their accomplishments, I am extremely well pleased that they actually published the "Meet Our Staff" booklet and a very functional Teacher Handbook for the opening of school in September '80. The Handbook had been needed for a long time so the new book was not only well received, but well used. This seems to be the embodiment of the initial points in the first year needs assessment. Careful planning and a cognizant view of teacher needs has been incorporated which supplies instant answers regarding who?-what?-where? in our school. No small amount of praise is due Roosevelt University Teacher Corps Project for financing the publication. With austerity the keynote issue from our Board of Education at present, such publications could not be considered for financing from school resources.

Another facet of the communication target area is the dissemination of information and sharing with a feeder elementary school, Dumas, also a part of the Teacher Corps Project. Arrangements have been made and accomplished to have a Cross-Cadre Committee to discuss mutual goals, needs, problems and questions. In addition to meeting original objectives of the project this communi-

cation is fostering great opportunities for both high school and elementary teachers to communicate. Teacher Corps has fostered exchange programs for the elementary school as well as academic assistance to the Teacher Corps Interns.

Summer Workshop '80 brought us the fulfillment of a plan for Parent Volunteer Assistance in our Academy on a regular basis. Parents have been giving time on a daily pattern to assist teachers in arranging bulletin board displays, chaperoning events and field trips, grading papers and especially with attendance office routines in making parent contacts. A very fine spirit of cooperation between community and school has been generated through this volunteer program, especially in the area of understanding each other's problems. Mrs. Burner Powell, a very capable community person, has coordinated the program. A beautiful event resulted from a cooperative effort between the Hyde Park Cadre and the Community Council as both groups prepared a delicious pre-Thanksgiving buffet luncheon for the entire faculty and staff of the Academy, a total of 250 persons. Obvious cooperation resulted in a splendid time of fellowship and delicious home made food.

With such an outstanding past record, we are anticipating even more results from members of the present Teacher Corps Cadre as they continue to deal with areas that they feel are important for our welfare. The most recent activity they planned was an exceptionally enjoyable Happy Holidays Dinner and Theatre Party for the faculty and staff, first of its kind.

I am very sensitive to the great strides that have been made by the Teacher Corps to help improve the Academy, and I appreciate being made welcome to visit Cadre meetings. The entire staff feels fortunate to have been included as a part of the Roosevelt University Teacher Corps Project.

## Strengths and Weaknesses of Teacher Corps; Roosevelt University, Dumas Elementary, Dumas Preschool and Hyde Park Career Academy

John Morrison
Head Teacher, Dumas Child-Parent Center

Since I have been involved in the Teacher Corps Project from September, 1978 to the present time, various observations of strengths and weaknesses have been noted. The following paragraphs list various strengths and weaknesses observed by one member of the Policy Board.

### Strengths

A. All written materials printed by the Director and/or other members of the Teacher Corps Project have been excellently written. Sheets on Teacher Corps history and background are dated and encompass facts since 1965. The "Proposal" and the "Description and Evaluation of the 1979 Summer Workshop for Preservice and Inservice Teachers and Community Council Members" are book-bound, precise, and dated as each event took place.

B. The Teacher Corps budget is covered by the Director at various meetings as well as updated information presented. Any changes which occur are justified by the Director.

C. Various members of each Teacher Corps component are allowed to direct various Policy Board Meetings. This process allows for fairness, self esteem, and input power from each component.

### Weaknesses

A. Constant changes by members of the visiting Teacher Corps staff from whom assistance is sought by participating schools causes communication failure, lack of motivation from teachers, and a constant unnecessary review of previous methods of individual operations. Every individual has his way of doing and presenting.

B. Principals must have a strong voice in the methods of Teacher Corps operations in their schools. Chicago Board of Education rules and regulations

as well as federal guidelines dictate and mandate many various actions which may or may not affect Teacher Corps factors in a given school.

## Perspectives: A Classroom Teacher's Perceptions of The Roosevelt University Teacher Corps Project

Arlene Sykes-Alexander
Teacher, Dumas School

During the late fall of 1978, the Teacher Corps Project, under the direction of Dr. Curtis Melnick of Roosevelt University, was introduced into the Dumas School. The staff was surveyed by means of a needs assessment, and the results pointed up needs to work in the areas of articulation with Hyde Park Career Academy (the local receiving secondary school), staff development and career education awareness.

In February of 1979, a core of interested teachers arranged to have a weekend retreat at a downtown hotel to map out plans for establishing and implementing goals for Teacher Corps. From this group evolved the Dumas Cadre as it exists today.

Having been a member of this cadre since its inception, I have gained much from my fellow cadre members, the Roosevelt staff, interns, and from the Plains Network.

The Dumas cadre has witnessed the emergence of strong, positive forces within the group such as Charles Carroll, Dumas Assistant Principal, and Margaret Grey, Child-Parent Curriculum Coordinator.

It is my feeling that we experienced all of the misgivings of all small groups in the formative stages. We had, however, a fine facilitator in the person of John Davis who kept us on task. John, through a Board of Education transfer, was reassigned and was no longer able to work with us.

We witnessed the discontent of one of our members and thrashed issues, meeting after meeting until it became evident that issues were NOT the issue. Instead we were engaged in a conflict of personalities and personal interests of this self-seeking individual.

Cadre members were not sole heirs to "clay feet." We encountered the pro-

fessional deterioration of one of the interns and were subjected to his extreme mood swings and anti-establishment tirades before his dismissal from the program.

Having survived the aforementioned emotionally wrenching experiences, our little group paddled on to calmer waters until we were locked into "payless paydays" and all of the stress that ensued. During this time we shared personal tensions and attempted to buoy one another emotionally.

The inevitability of a work stoppage loomed large over our approaching holiday season. Teachers struck in January of 1980.

It was at this time that I attended the Plains Network workshop on Models of Teaching in St. Louis. This experience was an emollient for frayed nerves and an enrichment. Working within the framework of the sessions was not without stress! Participants were required, after learning one of the models in detail, to peer teach the model learned. Ours was a diverse group of educators, raci lly, and demographically. Participants were from rural areas of Kansas and Alabama, and from the teeming environs of Chicago. Hearing those from the rural areas, particularly Kansas, verbalizing fears upon meeting "big city democrats" was an enlightenment. My assumption of "it's 1980 and we're all the same" was blown to "smithereens"!

The re-entry to Chicago was abrasive as news of the teachers' strike continued to dominate media reports.

Spring of '80 brought us into a well planned and exceptionally well executed one day workshop on Multicultural Education on the University of Chicago campus. During this day, those of us who attended the Models of Teaching conference, presented what we had learned to a captive audience. More stress!

I have participated further as a cooperating teacher for Susan Kaufman, a Teacher Corps Intern. The children and I were enriched by this congenial, highly motivated young woman. Susan's vivacity and charm found their way into my family. My young son (aged 9) was smitten so much so that he named his birthday hamster Susan!

Summer Workshop '80 was another Melnick/Teacher Corps production. It was a concerted effort to increase articulation between faculty members of Dumas Elementary and the Hyde Park Career Academy. Also taking part in these activities were members of the Teacher Corps Community Council. Within three weeks of attendance, we achieved that goal. What the '80-'81 school term brings, depends a great deal upon how well received our attempts to achieve an openness between schools are by the school administrators.

In November of 1980 we completed one segment of a major goal of Teacher Corps. We held a successful Health Care Careers Day. Also in that month, we put finishing touches on a resource center for teachers which houses additional learning materials for students in the areas of language arts and mathematics. Hopefully these extras will enhance mastery and thereby raise achievement test scores. The resource center will be operated by parent volunteers!

In retrospect, my involvement with Teacher Corps has been all encompassing and rewarding. I have been enhanced by Project Staff, Dumas relationships and certain members of the H.P.C.A faculty and Community Council members. I trust that I have given something in return.

# A Mature Teacher Attends a Workshop on Models of Teaching

Lucille M. Hale
Site Coordinator

Well, after all these many years of teaching, the opportunity to participate in a "Models of Teaching" workshop was available to me. Enduring many comments and considerable teasing from my colleagues, I left with Arlene Alexander, representative from Dumas, for the Teacher Corps Plains Network Workshop in St. Louis, Missouri on "Models of Teaching," February 5, 6, 7, 1981.

From the time of our arrival at the Mayfair Hotel, until our departure three days later, I had one of the most enjoyable, rewarding experiences of my entire teaching career. After registration and orientation, we attended committee meetings dealing with teaching models structured on the basis of studies made in Monterey, California. Experts in each model area made in-depth explanations in their presentations to committee groups using audio-visuals and graphics to show how the model actually operates. Within these committees we enjoyed participation in question and answer sessions regarding the various techniques. Opportunity followed where we did peer teaching of the newly learned material. The models studied were a selected three of a total of 16, namely:

1. Synectics
2. Concept Attainment
3. Jurisprudential

I will give a brief, annotated explanation of each model, with the hope that it might serve to motivate readers to do research in the area.

1. Synectics Model (Creating something new)

This model deals with stimulating individual growth in creativity. It is an interdisciplinary approach to creative alternatives through use of metamorphosis. Even in our peer group, it was amazing how easy it was to get a group into participation as they drew upon information they had already mastered. I

would say it is a learning process whereby we teach students to make connections between two items using metaphors to stimulate thinking. For example, the teacher might start a discussion by asking, "How is a revolution like popcorn popping?" It is surprising how far you can go with stretching exercises with a simple question like this. We had opportunity to consider three areas in this model:

1. Personal analogy
2. Cultural differences
3. Compressed conflict

Dr. Julia Roberts was the very capable presentor of this very usable skill.

2. Concept Attainment

Under the dynamic presentation of Dr. Daisy Reed we observed a plan to teach how to develop and learn concepts of a subject. With our group Dr. Reed used a game to present examples, compare attributes and develop a general hypothesis. She showed a series of pictures which had a basic concept which we were to find. Pictures showed men, women, children, black and white, in various positions--standing, seated, in a sports action. Much deliberation followed as we attempted to find a basic concept...we did... and it was good posture. After the general hypothesis was found we were tested (orally) and an analysis of the thought process used was made. We demonstrated this model at a Teacher Corps Workshop last spring. I can envision the use of this technique in many areas of English, social studies or science.

3. Jurisprudential Model

Presentation of this model was made by Dr. Mike McKibbin, a young man well-prepared and clever. It provided an arena for dealing with areas of conflict especially in social sciences. Values and real issues may be assessed through use of this group process. Basically, since social science is my major, I chose to do my peer teaching in this model. I feel that this model has a very practical value in social sciences where we deal with sensitive areas of behavioral

changes in society. The development of a teacher-to facilitator-to committee-to group pattern evolves as issues are dealt with in an organized, well researched pattern. After the initial introduction of the issue by the teacher in establishing the known facts of a question, pro and con committees are formed. These committees do research to establish their best points on a controversial issue. When all are ready, the research of facts, opinions and data are aired. Unlike a debate, issues are not scored; it is rather a carefully researched discussion where participants often change their minds as points are made. One of the most desirable aspects of learning using this model, is listening to someone else's point of view. A follow-up test in interesting to determine how many minds were changed by the exercise.

Jurisprudential is a six-stage model following this plan:

Teacher
1. Orientation - what is the issue - introduce materials
2. Identify the issues - facts and values of case (common ground)
3. Taking a position - which side do you favor

Students and Teacher in Socratic dialogue
4. Explore your stance - develop patterns of reasoning
5. Refine and qualify your position
6. Check and test assumptions behind qualified positions by looking at consequences.

Students take the position of advocates with opportunity for group cooperation, research, logical thinking--all operative in the model.

Workshop participants selected the model they felt was most closely associated with their teaching major. Since mine is economics, I chose the Jurisprudential Model for study and demonstration to the large peer group. Believe me, it was challenging to prepare this model away from my personal library, but it was a splendid exercise in logical thinking and tapping of mental resources. The topic we chose was a very controversial one..."Should the United States Boycott the 1980 Olympics?" The way the Jurisprudential Model operates, it provided the best discussion of the subject I had heard before or since. It was very enjoyable to observe the talents and techniques applied in these lesson demonstrations by our peer workshop members. I must note here the remarkable spirit of

cooperation in evidence throughout the workshop activities. Realizing of course that all participants were in some capacity members of a Teacher Corps project no doubt accounts for the outstanding spirit.

Dr. Robert A. Mortenson, Director of the Teacher Corps Plains Network, handled the workshop with deftness. Every move we made indicated careful planning, every one of the presentors in the learning sessions was infinitely qualified in his/her field, every aspect of our accomodations was very comfortable and pleasant including over-abundant, delicious food. When we returned, enthusiastic about our new found skills, we helped Dr. Curtis Melnick plan a workshop for interested faculty members or community persons. A part of the workshop at the Center for Continuing Education, University of Chicago, was the demonstration of the Concept Attainment Model. Each of us--Arlene Alexander, Jackie Crook, Jane Stuart, and I--took part in the sharing of our newly learned techniques which was a very enjoyable experience. We are appreciated our "St. Louis Connection" and were happy to share with our colleagues the new ideas and applications we learned.

What more can I say than you "certainly can teach an old dog new tricks"--I am living proof. None of us is ever too well schooled but what we can profit from new ideas and techniques. My thanks to Teacher Corps for the opportunity to learn under such splendid leadership.

# Activities and Accomplishments of the Dumas Cadre 1979 - 1980

## A Personal Perspective

Beverly J. Johnson
Teacher-Librarian, Dumas School

The Dumas Cadre was comprised of experienced teachers from pre-school, primary and intermediate classroom levels plus special area staff, i.e., reading specialists, library, special education and administration. It also included the team leader, interns and a community council member. John Davis, former Human Relations Coordinator, became an integral part of the Dumas Cadre serving as facilitator. Roosevelt staff were Project Director Dr. Curtis Melnick and Rick Ginsberg, facilitator, who replaced Eliot Asser in January, 1980.

The beginning months of cadre meetings were an exploratory period during which there were discussions to determine our objectives. A thread of continuity of cadre members strengthened the development of ideas. There were members who participated in the first cadre retreat in the spring of '79 as well as members who were in the summer 1979 summer workshop. With new members who made valuable contributions because of their expertise, the cadre developed into a cohesive group of willing participants who decided that their major project would be the establishment of a Teacher Resource Center. Many cadre meetings were spent viewing, collecting and collating materials for the Resource Center.

The cadre also focused on the objectives of the Teacher Corps Project as to their implementation at Dumas.

To improve school climate, the cadre had valuable input into the selection of guest speakers at in-service and cadre meetings to which the entire faculty was invited. Speakers were dynamic personalities such as Dr. JoAhn Brown and Emily Fields. Because the cadre maintained its stability and purpose during the financial crisis of the Board of Education last winter, such high morale was maintained that it was impressive to Program Specialist Sylvester Williams.

Staff development was aided through Roosevelt University staff members Ellen Winkelstein, Doris Harmon, Rick Ginsberg and George Olson.

To improve articulation, there was a positive awareness and desire with plans for parental involvement and participation. The summer 1979 workshop provided interaction with and exposure to Hyde Park Career Academy Cadre and problems at the secondary level.

Multicultural education was the theme of a workshop which included Dumas and Hyde Park faculties and community council members. Cadre members Jacquelyn Crook and Arlene Alexander made presentations.

Most cadre members participated in and supported Career Day '80, which was an outgrowth by a former cadre member of a Career Fair in the planning stages by the Dumas Cadre.

While the long-range goals of a Teacher Resource Center and the Career Fairs are still in the production stages, once established, the cadre hopes they will become institutionalized.

A short-term goal achieved was collecting and collating materials into a Summer Skills Booklet for primary and intermediate students.

From the unique perspective of involvement in this Teacher Corps Project as a member of the cadre, the community council and the policy board, I view the activities of the Dumas Cadre as successful and steadily moving forward.

# An Intern's Reflections on Her Professional Training

Janice Hutson
Intern

In the past two years, I have experienced over forty hours of education courses. They were intended by the "laws of undergraduate and graduate study," to make me a good teacher. In the long run, however, it will be my own ingenuity, and hard work, that will make me effective in the classroom. Those theoretical dissertations we read gave me very little insight into children, as they function in the classroom. True, Piaget had captured the essence of the maturational periods of children. However, his investigations were not done with the kinds of students found in schools today: old from experience; disrespective of age, wisdom, and work; and too streetwise to allow themselves to trust and believe in others, or themselves. We are constantly, and consistently failing to meet their needs, and, as teacher education stands now, we will continue to do the same.

Most often, my viewpoint would be challenged with the retort "can you come up with something better?" My reply would be yes and no. It's not always a matter of recreating the wheel. That's already being done thousands of times a year, by hundreds of thousands of good teachers. Many times, it's just a replacement of emphasis that's needed.

To provide clarity to my viewpoint, perhaps I should explain my position on curriculum. I accept Tyler's statement that "education is a process of changing the behavior patterns of people,...including thinking and feeling, as well as overt action."[1] Man has truly lifted himself up from certain aspects of low life, into great civilizations, by using the past to predict and learn about the future; by educating himself and his heirs. I also accept that some plan to affect these changes is necessary, and that banks of information (knowledge) play an important role in carrying out this plan.

McNeil described the prevailing conceptions of the curriculum in the four major categories of today: humanistic, social reconstructionist, technological and academic.[2] Each of these categories has as its focus a specific intent or purpose from which the curriculum of study is derived. Yet, to me, the chief problem with each is its absoluteness. As the learner experiences living in his own mode, and is educated to the vast differences in the world around him, he utilizes different sensory stimuli and responses to achieve his end. Learners are seekers, who view many possibilities as potential catalyst for understanding. Why then, should the organization of his learning career restrict itself to any one style? Learners must be exposed to all avenues of learning, if it is to be a lifelong process. Also, the learner should be apprised of the objectives of his experiences; there should be no surprises. Rather, his awareness of the ends, as well as the means to attain those ends, may hasten the process and afford the learner a greater insight into the achievement.

Which curriculum, then, am I proposing to reform to stimulate a more effective educational career?

First, I would alter several of the preservice education courses. Theories of teaching different subjects could be combined into one course on educational theories of teaching. In that arena, prospective teachers would be exposed to the various existing instructional theories and disciplines, as well as ideas for interdisciplinary teaching on any subject. More time should be spent on interpreting and utilizing the theoretical ideals, than learning the theories themselves. In addition, greater care and consideration should be given to the choice of materials used in the course. Several of my own instructors apologized for having to use a text which they had not selected, nor liked; and the text proved of little value to us as students.

With the theory handled in one course, the subject methods courses could

then deal specifically with practical ideas for teaching the content, and various appropriate styles of teaching. Current teachers, who are aware of present situations in the schools, and the pitfalls of lesson planning, could be used as visiting resource people to introduce and explain effective classroom techniques.

More time should be spent compiling information on particular topics--to be used at all grade levels--and determining what areas of those topics should be used or deleted. I found, during my practical experience, that I often tried to include too much; not really knowing what was most important, and what was not.

A sense of pacing in presentations, experience in planning team presentations, and team curriculum determination are skills I would have enjoyed exploring. Equally important, would have been a requirement that each student subscribe to a different professional periodical, and give weekly reports (summaries) on the articles and features therein. Thousands of wonderful ideas were missed because we didn't know that they existed, or where to find them.

Secondly, it has often appeared that teachers are not always sure how to help their students learn. They cannot fit the missing ingredient into the puzzle. I am not including serious learning handicaps or disabilities here. For this reason, I would suggest an intensive course in diagnosis and individualization. Diagnosis would include not only established testing methods, but the methods of constructing and evaluating good teacher-made instruments. This would be the beginning of effective individualization of learning.

As a third reform, I would include a course in relationships and classroom management. Discipline is one of the major concerns of everyone in the education field; academic as well as personal. Yet, no course adequately focused on methods for success in this area. A prime factor in teacher/pupil relations is trust. Most new teachers are not confident in their abilities to establish trust relationships with their students, or other teachers.

Many don't even consider it important. Management theories, and human relations activities could be combined to help minimize the trauma so often experienced in the classroom. Again, practicing professionals could act as resources, giving the new teachers a jump on success.

Lastly, teacher training colleges must begin to establish, or re-establish ongoing relationships with local schools. Teachers, most specifically, should learn by doing. Theories must be tried out, even before the student teaching experience; and that can only be done with children. Professional trade-offs could easily be made; such as university staff members delivering inservice training and current technique information to teachers, in return for allowing pre-service students valuable observation and training hours in the classroom.

When a teacher can enter a classroom with the confidence that he/she can use any information and mode available to teach the curriculum concepts, then, I would say that the college curriculum had met its goals, and the students were about to meet theirs--effective teaching.

Ability to adapt the situation to meet the needs of the student and the requirements of the establishment is crucial, but, once met, any curriculum could satisfy the goals of almost any discipline.

Claudia Zaslavsky has suggested that by using symbols found all around us, and analyzing them for their geometric configurations, historical and cultural uses, and their artistic expressions, students of all ages could become deeply, and willingly involved in math, social studies, language and fine arts projects, to last all year. "As children investigate the life styles, art, architecture, clothing and artifacts of other peoples, they learn to see the unity in diversity, and the diversity in unity."[3] In this instance, the math and social studies texts become resources--instead of the gospel--just like the dictionary and the encyclopedia.

Daniel Cheifetz used fantasy stories he wrote, with his son as the hero (and leaving out all punctuation), to encourage him to master punctuation skills.[4]

Enthralled by reading about himself, the boy showed marked improvement in a short time. Another teacher used the same idea with her fifth grade class, and expanded the skills objectives to include spelling. A little personalization leads to greater achievement.

Jacquelyn McNeil used "shadow media" to add zest to language arts. The technique involves focusing a light beam placed behind a screen to produce sharply defined silhouettes of either paper puppets or live characters. "An important advantage of shadow media over other forms of drama or oral presentation is that a child's voice is heard while only a shadow is seen on the screen."[5]

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[1]Tyler, Ralph, Basic Principles of Curriculum and Instruction, University of Chicago Press, Chicago, 1975.

[2]McNeil, John D., Curriculum: A Comprehensive Introduction, Little, Brown and Company, Boston, 1981.

[3]Cheifetz, Daniel, "Hit 'em Where They Live", Teacher, February, 1978, p. 76-78.

[4]McNeil, Jacquelyn, "Shadows That Light Up the Classroom", Teacher, January, 1981, p. 43-44.

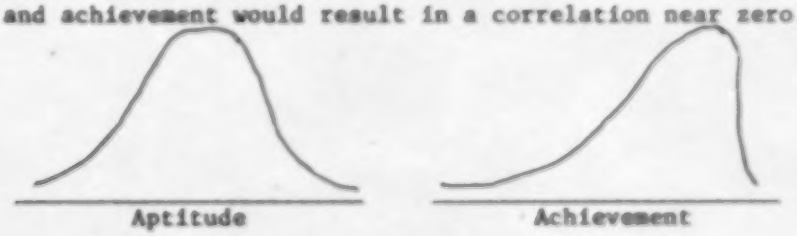
[5]Zaslavsky, Claudia, "The Shape of a Symbol/The Symbolism of a Shape", Teacher, February, 1981, p. 36-43.

# Mastery Learning

Susan Kaufman
Intern

A learning strategy for mastery may be derived from the work of John Carroll. His model makes it clear that if the students are normally distributed with respect to aptitude for some subject (math, science, literature or history, for example) and all the students are provided with the same instruction (same in terms of amount and quality of instruction and time available for learning), the end result will be a normal distribution on a measure of achievement.[1]

The relationship between aptitude and achievement will result in a fairly high correlation says Carroll. On the other hand, if the students are normally distributed with respect to aptitude, but the kind and quality of instruction and the amount of time available for learning are made appropriate to the characteristics and needs of each student, the majority of students may be expected to achieve mastery of the subject. Now the relationship between aptitude and achievement would result in a correlation near zero.[2]




[1] J.A. Carroll, "A Model of Student Learning" Teachers College Record (1963, 64, 732-733).

[2] Ibid.

Most educators realize that individuals do differ in their aptitudes for particular kinds of learning, and over the years test makers have developed a large number of instruments to measure these differences. It has been found that aptitude tests are relatively good predictors of achievement when amount and quality are equal.

The use of aptitude tests for predictive purposes and the high correlations between such tests and achievement have led to the view that high levels of achievement are possible only for the most able students. Thus comes the idea that students with high levels of aptitude can learn the complex ideas of the subject while the students with low levels of aptitude can learn only the simplest ideas of the subject.[3]

Carroll's view that aptitude is the amount of time required by the learner to attain mastery of a learning task is quite in contrast to the above-mentioned.[4] Implicit in Carroll's view is that, given enough time, all students can conceivably attain mastery of a learning task. If Carroll is right, then learning to mastery is possible for all, if the means for guiding each student can be found.

Support for this view is found in the grade norms for many standardized achievement tests. These norms show that selected criterion scores achieved by the top students at one grade level are achieved by the majority of students at a later grade level.[5] Further support is provided by studies of students who are allowed to learn at their own rate. These show that most students eventually reach mastery of each learning task, but some just achieve it sooner than others.[6]

In considering the question of whether or not all students can master

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[3]B.S. Bloom, J.T. Hastings, and G.F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning (New York: McGraw-Hill, 1971).

[4]Carroll (1963)

[5]Bloom, Hastings, Madaus (1971)

[6]Ibid.

learning tasks that are very complex, Bloom has shown that there are some differences between the learners at both extreme ends of the population. It seems that at the very top of the aptitude distribution (upper 1 to 5 percent), there are likely to be some students who have an unusual talent for the subject. These students are able to learn and use the subject with greater fluency than others. At the other end, (lower 5 percent), there are students with special disabilities for particular kinds of learning. For example students who think primarily in concrete terms (possibly a retarded individual) will be at a disadvantage in learning abstract concepts, such as those in philosophy.[7]

In between the two groups are approximately 90% of the learners whose aptitudes, some believe, are predictive of their rate of learning rather than the level or complexity of possible learning.[8] Thus, this is saying that given sufficient time and the appropriate help, the top 95% of students can learn a subject with a high degree of mastery. Bloom seems convinced that the grade of A as an index of mastery can, under certain conditions, be achieved by up to 95% of the students in a class.

Traditionally, schools have proceeded on an assumption that there is a standard classroom situation for all students. It has been thought that there is one instructional method, material, and/or curriculum program that is best for all students or all groups of students.

It is easy to fall into the trap of viewing the quality of instruction in terms of good and poor teachers, teaching, instructional materials, and curriculum as related only to group results. But, the current view, and Bloom would agree, is that individual students may need different types and qualities of instruction. That is, to achieve mastery, the same content and objectives of instruction may be learned by different students as a result of very different types of instruction. Carroll defines the quality of instruction in

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[7] B.S. Bloom, Human Characteristics and School Learning (New York: McGraw-Hill, 1976).

[8] Ibid.

terms of the degree to which the presentation, explanation, and ordering of elements of the task to be learned approach the optimum for a given learner.[9]

There are many feasible strategies for mastery learning, according to Bloom. Each must incorporate some way of dealing with individual differences in learners by relating the instruction to their needs and characteristics. If it were not so costly, Bloom suggests that the provision of a good tutor for each student might be an ideal strategy. A good tutor would attempt to find the qualities of instruction and motivation best suited to the learner. This tutorial strategy does at times take place in the home. Many parents enjoy working with the children on school work.

Other strategies include permitting the students to go at their own pace, guiding students and establishing different tracks for different groups of learners. The nongraded school represents one attempt to provide an organizational structure that permits and encourages mastery learning.

In order to develop mastery learning in students, one must be able to recognize when they have achieved it. Teachers must be able to define what they mean by mastery, and they must be able to show whether or not a student has attained it.

Mastery learning also involves the use of specific operating procedures which are intended to provide detailed feedback to teachers and students and to furnish supplementary instructional resources as needed. These procedures have been devised to ensure mastery of each learning unit in such a way as to reduce the time required while positively affecting both the quality of instruction and the students' ability to understand this instruction.[10]

One useful operating procedure is to break a course or subject into smaller units of learning. Brief diagnostic tests are then constructed and used to determine whether each student has mastered the unit and, if not, what

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[9]Carroll (1963)

[10]Bloom, Hastings, Madaus (1971)

he/she still has to do to master it. Bloom uses the term formative evaluation to refer to these tests.[11]

Frequent formative tests are supposed to pace the students' learning and help motivate them to put forth the necessary effort at the proper time. The appropriate use of these tests helps to ensure that each set of learning tasks has been thoroughly mastered before subsequent tasks are started. Each formative test is administered after the completion of the appropriate learning unit. The frequency that these tests are given may vary throughout the course.[12]

For the student who has thoroughly mastered the unit, the formative tests should reinforce the learning and assure him/her that the present modes of learning and study are adequate.

For the student who lacks mastery of the unit, the formative tests should reveal the specific points of difficulty. Bloom states that students respond best to the formative test results when they are referred to particular instructional materials or processes intended to help them clear up their difficulties. The diagnosis should be accompanied by a specific prescription if the students are to do anything about it.[13]

Formative tests can also give feedback to the teacher, because they can be used to identify particular points in the instruction that need modification. The students' performance on each test can also be used by the teacher to compare with the norms for previous years to ensure that they are doing as well or better. Such comparisons can be used to make changes in instruction or materials.

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[11]Ibid.

[12]Ibid.

[13]Ibid.

[14]Ibid.

The Chicago Public Schools has taken on a program of Continuous Progress/ Mastery Learning that occurs mainly in the areas of reading and mathematics. This program occurs primarily in the elementary schools although there are provisions for it in the secondary schools. The philosophy is based upon the concepts that learning is a continuous process that each person progresses through at his/her own rate mastering skills and concepts according to his/her individual abilities.[15] The program supposedly takes the time that is needed and appropriate for the learner requiring mastery at each step. It also professes to be able to adapt instruction as necessary so that time is available as appropriate to the learner's needs without either pushing or hindering his/her progress and to eliminate any artificial time barriers such as age or grade levels.[16]

The elementary school is organized on three major cycles: primary, intermediate, and upper. Within each cycle, appropriate skills and concepts are assigned on a continuum of levels for mastery. The amount of time that each child requires to complete each cycle varies with the rate of growth of each child. Some children may require four years to complete the primary cycle rather than the three years, and some few may complete the cycle in two years. The same principle applies to the intermediate and upper cycle.

The decision to provide an additional year for a child in a particular cycle may be made at anytime on an individual child basis, not using a standardized test as the sole criterion for judgment.[17]

Teachers keep class progress rosters on which are noted mastery of skills of individual children. Criterion-referenced tests are used by the teacher to determine a child's mastery of a given skill. Mastery is recorded on the rosters as it occurs. Mastery is also recorded on each child's Reading Mastery

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[15]Board of Education-City of Chicago, Continuous Progress Program Inservice Materials (1971).

[16]Ibid.

[17]Ibid.

Record Card as part of his/her permanent record. End-of-cycle tests are used as an overall check of the skills required to succeed in the next cycle. The Iowa Test of Basic Skills is used in conjunction with the end-of-cycle tests and a review of the child's learning to determine placement each year or at the end of each cycle.

The Continuous Progress/Mastery Learning program in the Chicago Public Schools looks very good on paper, but in practice much revision is needed. It is not a true mastery learning system for many reasons. One reason is that the teaching is still being done as a group with not enough consideration for a particular individual's learning style. This of course, is really not the fault of the teacher. After all, with 30 children in a room that would be an almost impossible task! Secondly, even though they have gotten away from the use of the words "grade levels" and replaced them with "age levels," the notion of grades still operates. Both teachers and students know what levels the students are supposed to be on in a particular age cycle and this can be pressuring for the one who is thought of as "being behind." Thus, because of administrative pressures and pressure from the community, teachers do try to push certain children through levels. They wind up teaching for the tests and may move on even when complete mastery has not been achieved. Lastly, the policy professes to allow the child an additional year at the end of each three cycles if needed. But, if a child is retained in for example, Primary 4, there is a distinct negative stigma attached to this. Therefore, it is not very often that you will find a child being held back until 8th grade when there is no other alternative.

Despite these criticisms I would have to at least acknowledge the school system, if only on paper, for moving in the right direction. A true mastery learning system may be difficult to implement into a traditional system. Perhaps one way to go is toward a modified mastery learning system. The modified system differs from the pure system in two ways. One, it places a limit on the

amount of time given to students to demonstrate mastery on instructional objectives and two, it places a limit on the number of opportunities students have for demonstrating mastery of instructional objectives.[18]

As has been pointed out, educators have long conceived of mastery of a subject as being possible for only a minority of students. With this assumption, the grading system has been adjusted so only a small percentage of the students are awarded a grade of A. Mastery and recognition of mastery is therefore seemingly unattainable for the majority.

Thanks to the work of Bloom and others this can be overcome. Through their mastery learning system and with the use of formative and summative evaluation the student will be informed of his/her mastery and hopefully come to believe in his/her own competence.

We have looked at the Chicago Public Schools' mastery learning program. And as has been shown, while it may be more like the modified mastery learning system described earlier than a pure system, at least it is a step in the direction of educating students as individuals with respect for their different learning styles. That, to me, is a step towards the future.

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[18] R.J. Kibler, D.T. Cegala, D.T. Miles, and L.L. Barker, Objectives for Instruction and Evaluation (Boston: Allyn and Bacon, 1974).

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